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ABSTRACT

Each public school that had students enrolled in grades 9-12 was surveyed to gather data on the extent and nature of the school dropout problem in New Mexico during the 1981-82 school year. Data on grade, sex, ethnicity, and reason for dropping out were collected. Information was obtained from all 89 public school districts and from 97% of the schools surveyed. Data indicated that 6,575 ninth through twelfth grade students dropped out of school, resulting in a dropout rate of 8.1%. This was the lowest dropout rate ever recorded in New Mexico. The highest dropout rate for both male and female students occurred at grade 11 and the lowest at grade 9. Males tended to drop out of school proportionally more than females, an effect which has been true for each school year. Native American students (13.8%) and Hispanic students (8.4%) had the highest dropout rates. Anglo and Black students experienced their highest dropout rates at grade 11 and their lowest at grade 9. Hispanic students experienced their highest dropout rates equally at grades 10 and 11 (9.9%) and their lowest at grade 9. Native American students experienced their highest dropout rate at grade 10. (NQA)

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NEW MEXICO DROPOUT STUDY

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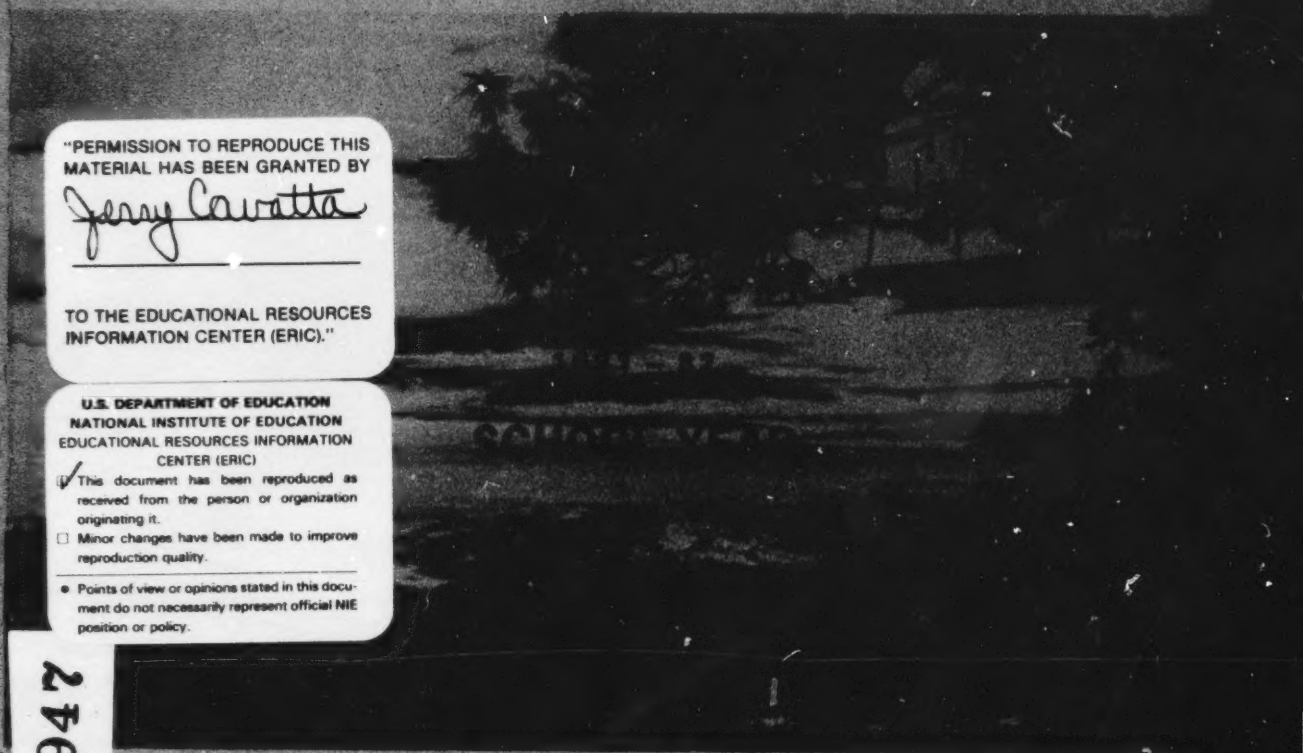

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NEW MEXICO DROPOUT STUDY:

1981-82 SCHOOL YEAR

Prepared by
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INTRODUCTION

Each year the New Mexico State Department of Education, Evaluation, Testing, and Data Management Unit, conducts a statewide school dropout study. The purpose of the study is to gather and publish information bearing on the extent and nature of the school dropout problem in New Mexico. Data on the grade, sex, ethnicity, and reason for dropping out are collected for students who prematurely discontinued their formal education. It is hoped this information will assist state and local educational decision makers toward the design, implementation, and evaluation of corrective interventions.

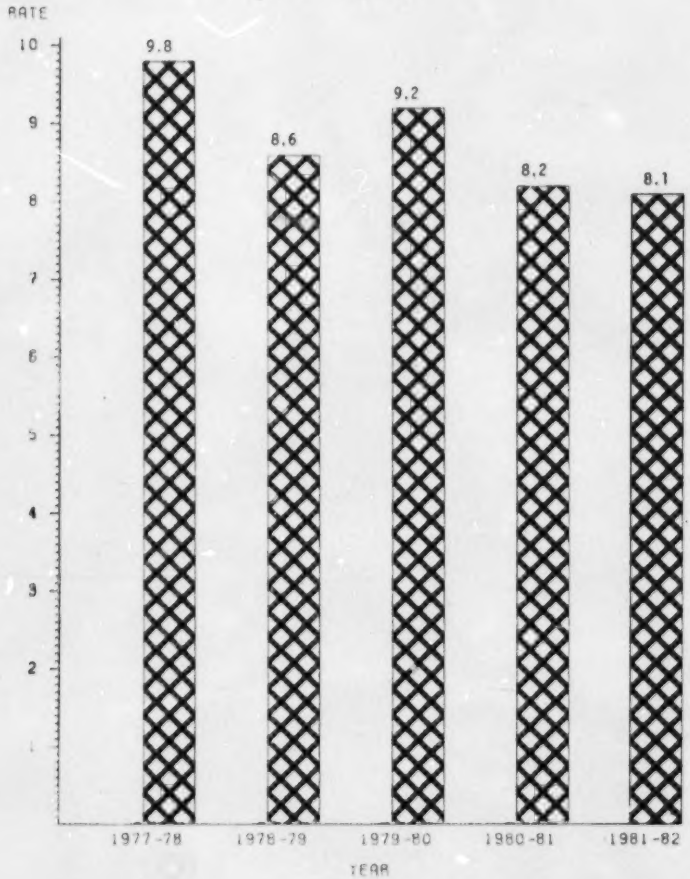
This issue of the Dropout Study provides detailed information covering the 1981-82 school year. Survey instruments were sent to each public school in New Mexico that had students enrolled in grade nine or higher. At the end of the school year, local administrators compiled and reported the data for their respective schools. The information presented in this issue also includes data from prior years' surveys which are intended to shed light on trends over time. This year's data includes information from all 89 New Mexico public school districts and from 97% of the schools surveyed. A listing of the school districts and schools included in this report, along with their reported number of dropouts. 180-day membership and dropout rates, can be found in Appendix I. The reader is cautioned to the limitations inherent in self-report data and data which is not entirely complete.

Most of the data presented in this publication consist of dropout rates. A dropout rate is a percent derived by taking the number of dropouts and dividing it by the sum of the 180th day membership plus the number of dropouts. A copy of the data collection instrument and the instructions which accompanied the instrument are attached as Appendix II.

FIGURE: 1

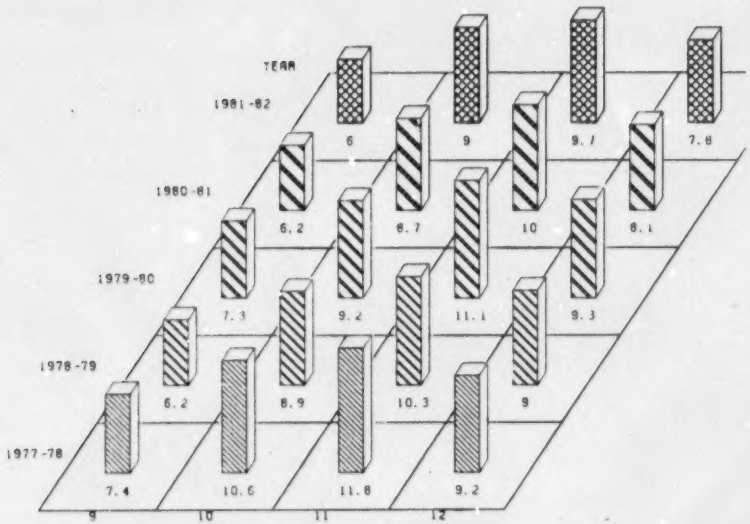
DROPOUT RATE

BY YEAR



During the 1981-82 school year, 6,575 ninth through twelfth grade students dropped out of New Mexico's public shcools. With a total of 81,134 students (6,575 dropouts plus 74,559 students enrolled on the 180th day of school), this resulted in a dropout rate of 8.1%. As can be seen in Figure 1, the 1981-82 dropout rate is down to 8.1% from its 1980-81 level of 8.2%. This year's dropout rate is the lowest dropout rate ever recorded in New Mexico and it represents a continuation of an overall downward trend over the past five years.

FIGURE: 2
DROPOUT RATE
BY YEAR AND GRADE



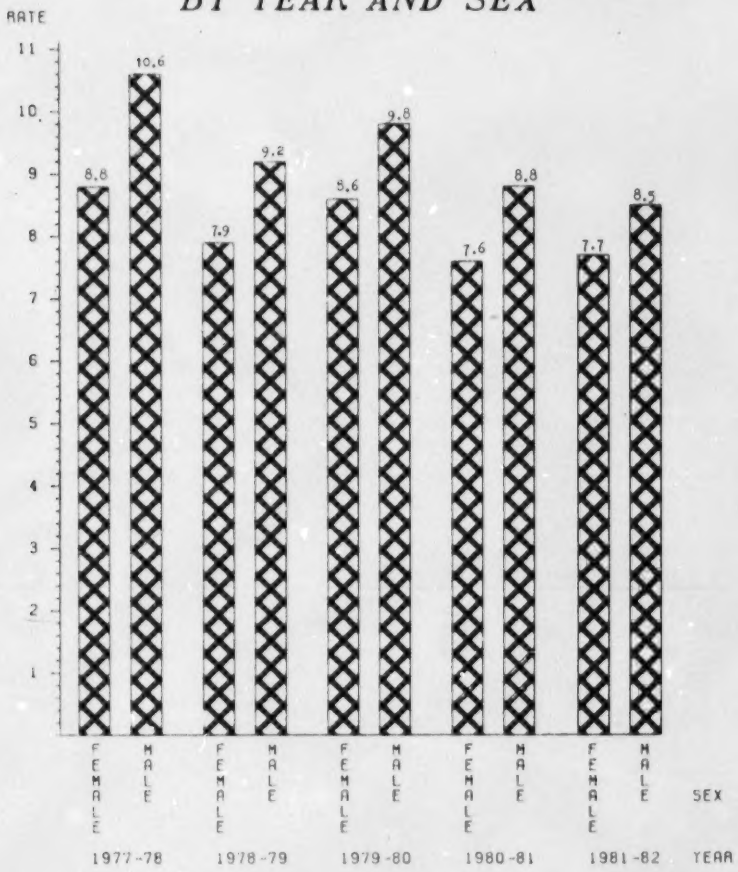
Dropout data are collected each year for all New Mexico public school students in grades 9 through 12. Dropout rates by year and grade are presented in Figure 2. Over the past five years, the highest dropout rate has consistently occurred among eleventh grade students and the lowest dropout rate has consistently occurred among ninth grade students. During the 1981-82 school year, the number of students to drop out of school at each grade level was: 1255, 1926, 1939, and 1455 respectively.

The reader should note that the data presented in Figure 2 represent dropout rates, by grade and year, for all students regardless of sex or ethnicity. During the 1981-82 school year, males and females tended to follow the same pattern identified in Figure 2, that is, the highest dropout rate for both male and female students occurred at the eleventh grade and the lowest at the ninth grade (see Table II, page 8). As can be seen in prior years' editions of the Dropout Study, this pattern recurs each year. The pattern does not hold, however, for members of various ethnic groups. A separate discussion of dropout rates among different ethnic groups by grade can be found on page 5.

FIGURE: 3

DROPOUT RATE

BY YEAR AND SEX

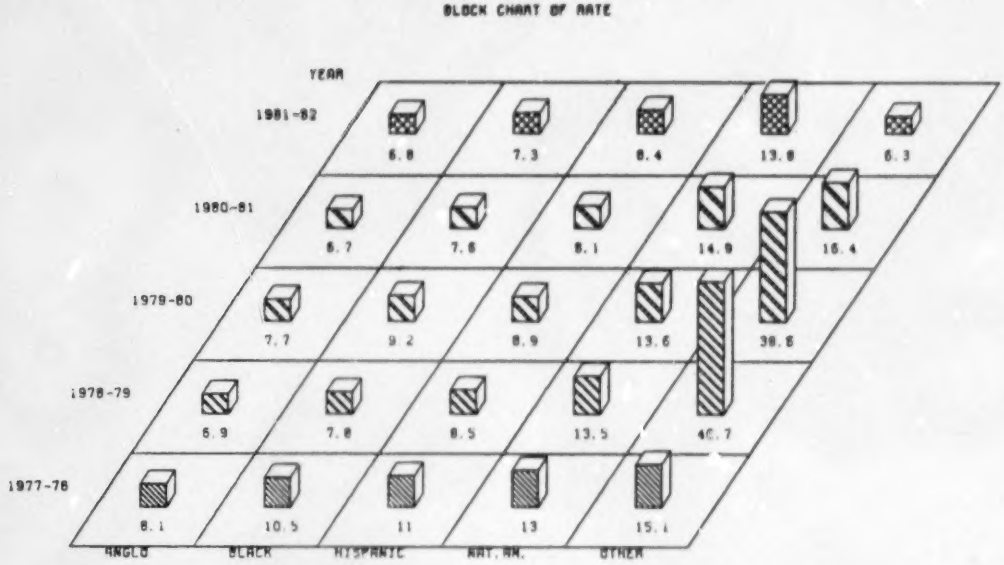


The rates at which male and female students drop out of school are presented in Figure 3 for each school year. Males tend to drop out of school proportionally more than females, an effect which has been true for each school year. The slight improvement in the overall dropout rate for the 1981-82 school year (8.1%) as compared with the 1980-81 school year (8.2%), appears to be attributable to improvements made in retaining male students. The percent of female students leaving school prematurely during the 1981-82 school year (7.7%) is up slightly from the previous year.

FIGURE: 4

DROPOUT RATE

BY YEAR AND ETHNICITY



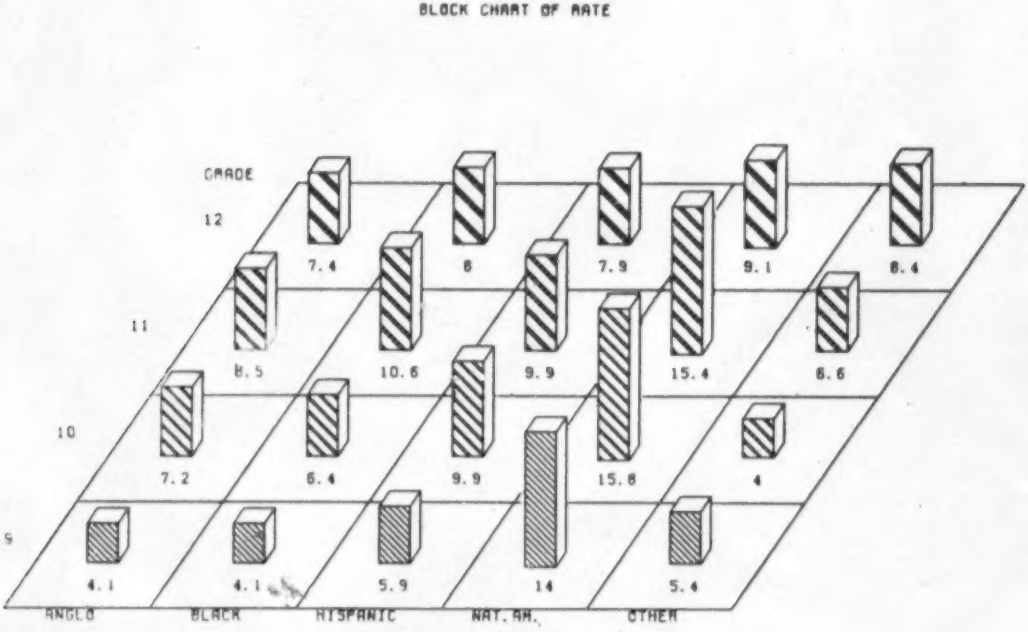
Dropout rates by year and ethnicity are presented in Figure 4. During the 1981-82 school year, the highest dropout rate occurred among Native American students (13.8%); the second highest among Hispanic students (8.4%). The dropout rate for "other" students is the lowest dropout rate recorded for any ethnic group in any year. The erratic movement in this dropout rate over the past five years may be due, in part, to conditions related to the placement of Southeast Asian students in New Mexico's public schools.

With the exception of students classified as "others," Native American students have consistently experienced the highest dropout rates and, with the exception of the 1979-80 school year, Hispanic students have experienced the second highest dropout rate. The dropout rate for Native American students, however, declined during the 1981-82 school year, for the first time in five years. Even though the overall dropout rate for the 1981-82 school year is down slightly from last year, the percent of Hispanic and Anglo students who dropped out of school during 1981-82 increased over last year.

FIGURE: 5

DROPOUT RATE

BY GRADE AND ETHNICITY

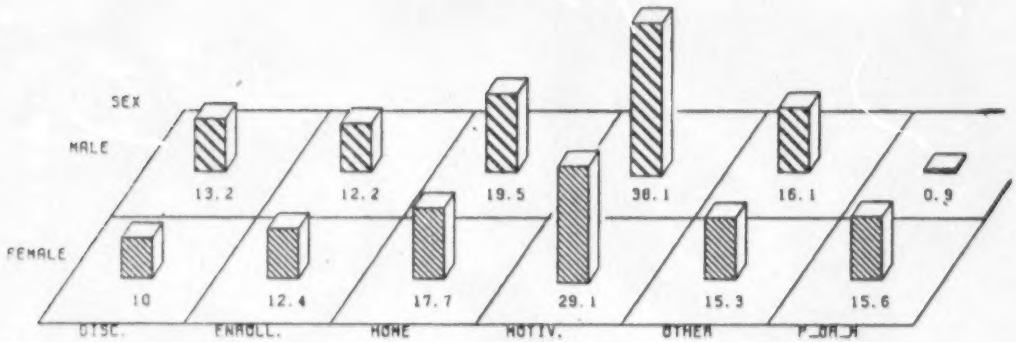


As noted on Page 2, when dropouts are considered by grade, the highest dropout rate occurs at grade eleven and the lowest at grade nine. This pattern recurs each year and holds for both males and females. When dropout rates by grade are reviewed for students of differing ethnic groups, however, differences across ethnic groups can be observed. Dropout rates, by grade and ethnicity for the 1981-82 school year, are presented in Figure 5. Anglo and Black students experience the highest dropout rates at grade eleven and the lowest at grade nine. During the 1981-82 school year, Hispanic students experienced their highest dropout rate equally at grades ten and eleven (9.9%) and the lowest at grade nine. As in prior years, Native American students experiences a higher dropout rate than any other students at grade nine, and their highest dropout rate occurred at grade ten. Among students classified as "other" the highest dropout rate occurred at grade twelve, as was the case during the 1980-81 school year.

FIGURE: 6

PERCENT OF DROPOUTS

BY SEX AND CAUSE



The data presented on this and the following page provide information on why students drop out of school. At the time the data were collected, each student dropout was classified into one of six cause categories using information provided by the student, or where necessary, by school personnel. A listing of these six cause categories along with their definitions can be found in Appendix II. For purposes of this report, these six categories were labeled in Figures 6 and 7 as follows: the category motivation or interest related was labeled at MOTIV.; the category Discipline was labeled DISC.; the category did not reenroll at beginning of year was labeled ENROLL; the category home and related was labeled HOME; the category pregnancy or marriage was labeled P_ or _M, and the other or unknown category was labeled OTHER.

Of the 6,575 students who dropped out of school during the 1981-82 school year, the highest portion (33.9%) dropped out for reasons related to "motivation or interest" and second largest portion (18.7%) for reasons related to "home." The remainder of the students, 15.7%, 12.3%, 11.7%, and 7.8% dropped out for reasons related to "other," reenrollment, discipline and pregnancy or marriage respectively.

The percentages of students who dropped out during the 1981-82 school year, by sex and cause, are displayed in Figure 6. As can be seen, a larger percentage of males than females dropped out for reasons related to motivation or interest and a higher percentage of females than males dropped out for reasons related to pregnancy or marriage.

FIGURE: 7

PERCENT OF DROPOUTS

BY CAUSE AND ETHNICITY

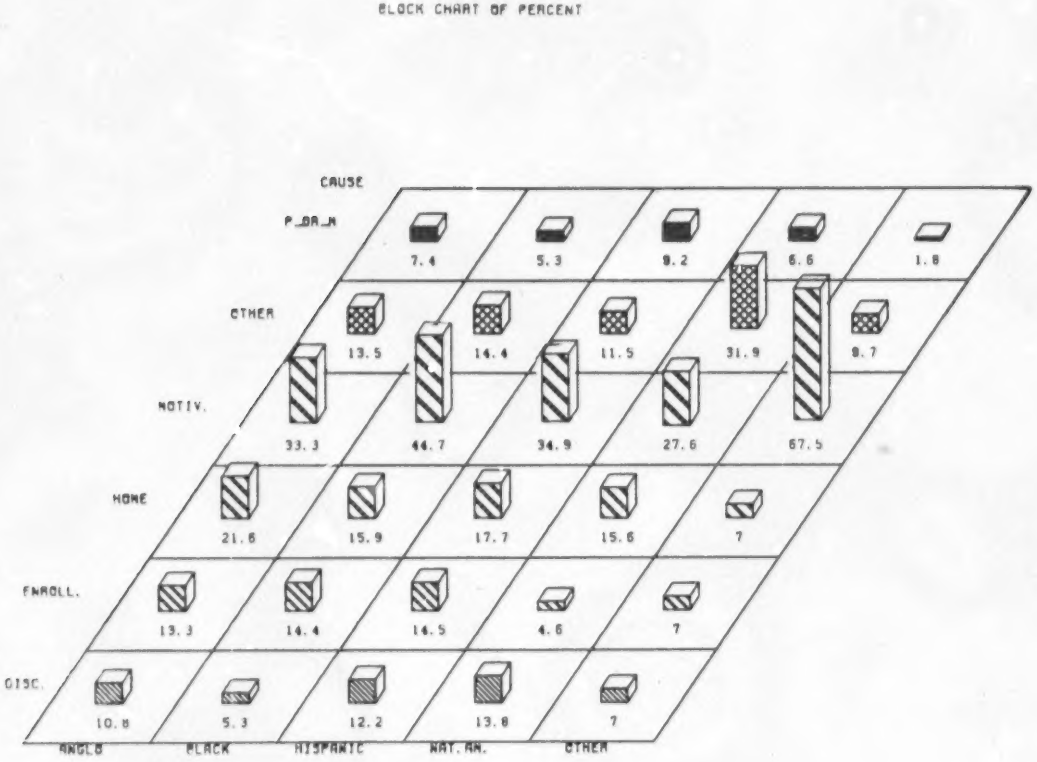


Figure 7 contains 1981-82 school year information on the percent of student dropouts, by cause, for each ethnic group. For each group except Native Americans, the highest percentage of students left school for reasons related to motivation or interest. The highest percent leaving school for these reasons occurred among students classified as "others." As indicated on Page 7, the second highest cause of dropping out for all students combined was home related. Inspection of the data presented in Figure 7 reveals this to be the case for Anglo, Black, and Hispanic students. Native American students drop out most frequently for other or unknown reasons and second most frequently for motivation and interest related reasons.

TABLE I: DROPOUT DATA FOR THE 1981-82 SCHOOL YEAR

Group	Number of Dropouts	180-Day Membership	Dropout Rate
Ethnicity			
Anglo	2,515	34,521	6.8
Hispanic	2,715	29,783	8.4
Nat. Am.	1,099	6,869	13.8
Black	132	1,678	7.3
Other	114	1,708	6.3
Sex			
Male	3,472	37.525	8.5
Female	3,103	37,034	7.7
Grade			
9	1,255	19,825	6.0
10	1,926	19,425	9.0
11	1,939	18,059	9.7
12	1,455	17,250	7.8
Total	6,575	74,559	8.1

TABLE II: 1981-82 SCHOOL YEAR DROPOUT RATES BY SEX AND GRADE

Sex	Grade 9	10	11	12
Male	5.9	9.3	10.3	8.4
Female	6.0	8.7	9.1	7.1

APPENDICES

NEW MEXICO SCHOOL DISTRICT DROPOUT STUDY 1981-82
NUMBER OF DROPOUTS, MEMBERS AND DROPOUT RATES
BY DISTRICT AND SCHOOL

DISTRICT	SCHOOL	DROPOUTS	MEMBERS	RATE
ALAMOGORDO		182	2013	8.29
	ALAMOGORDO HIGH	116	1009	10.31
	HOLLOMAN JR HIGH	1	52	1.89
	MID HIGH	65	952	6.39
ALBUQUERQUE		1508	24274	5.85
	ALBUQUERQUE EVENING	157	739	17.52
	ALBUQUERQUE HIGH	131	1757	6.94
	CIBOLA HIGH	194	1848	9.50
	DEL NORTE HIGH	128	2387	5.09
	ELDORADO HIGH	128	3125	3.93
	FREEDOM HIGH	23	170	11.92
	HIGHLAND HIGH	286	2546	10.10
	MANZANO HIGH	91	2711	3.25
	RIO GRANDE HIGH	118	2632	4.29
	SANDIA HIGH	94	2571	3.53
	VALLEY HIGH	65	1752	3.58
	WEST MESA HIGH	93	2036	4.37
ANIMAS		7	163	4.12
	ANIMAS HIGH	7	163	4.12
ARTESIA		85	859	9.96
	ARTESIA HIGH	68	624	9.83
	PARK JR	27	235	10.31
AZTEC		7[illegible]	698	9.82
	AZTEC HIGH	5[illegible]	485	10.02
	CV KOOGLER JR	2[illegible]	213	9.36
BELEN		9[illegible]	1187	7.55
	BELEN HIGH	[illegible]4	892	8.61
	BELEN JR	13	295	4.22
BERNALILLO		45	876	4.89
	BERNALILLO HIGH	40	653	5.77
	BERNALILLO JR	4	197	1.99
	SANTO DOMINGO JR	1	26	3.70
BLOOMFIELD		103	843	10.89
	BLOOMFIELD HIGH	103	843	10.89
CAPITAN		4	126	3.08
	CAPITAN HIGH	4	126	3.08
CARLSBAD		173	1938	8.20
	CARLSBAD HIGH	143	1433	9.07
	CARLSBAD JR	30	505	5.61
CARRIZOZO		1	114	0.87
	CARRIZOZO HIGH	1	114	0.87
CENTRAL		168	1540	9.84
	CENTRAL HIGH	35	437	7.42
	CENTRAL JR	4	181	2.16
	NEWCOMB HIGH	11	129	7.86
	SHIPROCK HIGH	93	568	14.07
	TSE BIT AI JR	25	225	10.00
CHAMA VALLEY		11	227	4.62
	ESCALANTE HIGH	11	227	4.62
CIMARRON		5	92	5.15
	CIMARRON HIGH	5	92	5.15
CLAYTON		22	282	7.24
	CLAYTON HIGH	22	282	7.24
CLOUDCROFT		2	92	2.13

NEW MEXICO SCHOOL DISTRICT DROPOUT STUDY 1981-82 14:43 WEDNES
NUMBER OF DROPOUTS, MEMBERS AND DROPOUT RATES
BY DISTRICT AND SCHOOL

DISTRICT	SCHOOL	DROPOUTS	MEMBERS	RATE
	CLOUDCROFT HIGH	2	92	2.13
CLOVIS		154	2068	6.93
	CLOVIS EVENING	48	42	53.33
	CLOVIS HIGH	92	1479	5.86
	MARSHALL JR	13	151	7.93
	WD GATTIS JR	1	185	0.54
	YUCCA JR	0	211	0.00
COBRE		40	593	6.32
	COBRE HIGH	31	433	6.68
	SNELL JR	9	160	5.33
CORONA		2	40	4.76
	CORONA HIGH	2	40	4.76
CUBA		62	330	15.82
	CUBA HIGH	62	330	15.82
DEMING		107	893	10.70
	DEMING HIGH	107	893	10.70
DES MOINES		1	51	1.92
	DES MOINES HIGH	1	51	1.92
DEXTER		22	195	10.14
	DEXTER HIGH	22	195	10.14
DORA		0	59	0.00
	DORA HIGH	0	59	0.00
DULCE		25	167	13.02
	DULCE HIGH	25	167	13.02
ELIDA		2	37	5.13
	ELIDA HIGH	2	37	5.13
ENCINO		2	17	10.53
	ENCINO HIGH	2	17	10.53
ESPANOLA		14	61	18.67
	ESPANOLA ALTERNATIVE	14	61	18.67
ESTANCIA		14	190	6.86
	ESTANCIA HIGH	14	190	6.86
EUNICE		31	153	16.85
	EUNICE HIGH	31	153	16.85
FARMINGTON		166	2031	7.56
	FARMINGTON HIGH	132	1519	8.00
	HEIGHTS JR	21	192	9.86
	HERMOSA JR	9	168	5.08
	TIBBETTS JR	4	152	2.56
FLOYD		3	84	3.45
	FLOYD HIGH	3	84	3.45
FORT SUMNER		6	146	3.95
	FORT SUMNER HIGH	6	146	3.95
GADSDEN		118	1490	7.34
	GADSDEN HIGH	112	1083	9.37
	GADSDEN JR	6	407	1.45
GALLUP-MCKINLEY		626	2996	17.28
	CROWNPOINT HIGH	112	418	21.13
	GALLUP HIGH	377	1607	19.00
	NAVAJO JR	5	46	9.80
	RAMAH HIGH	1	69	1.43
	THOREAU HIGH	54	354	13.24
	TOHATCHI HIGH	77	502	13.30
GRADY		0	53	0.00

NEW MEXICO SCHOOL DISTRICT DROPOUT STUDY 1981-82
NUMBER OF DROPOUTS,MEMBERS AND DROPOUT RATES
BY DISTRICT AND SCHOOL

DISTRICT	SCHOOL	DROPOUTS	MEMBERS	RATE
	GRADY HIGH	0	53	0.00
GRANTS		339	1542	18.02
	GRANTS HIGH	295	1173	20.10
	LAGUNA-ACOMA HIGH	44	369	10.65
HAGERMAN		11	93	10.58
	HAGERMAN HIGH	11	93	10.58
HATCH		24	218	9.92
	HATCH VALLEY HIGH	24	218	9.92
HOBBS		272	1932	12.34
	HEIZER JR	13	169	7.14
	HIGHLAND JR	5	173	2.81
	HOBBS HIGH	252	1347	15.76
	HOUSTON JR	2	243	0.82
HONDO VALLEY		4	69	5.48
	HONDO HIGH	4	69	5.48
HOUSE		0	26	0.00
	HOUSE HIGH	0	26	0.00
JAL		15	187	7.43
	JAL HIGH	15	187	7.43
JEMEZ MOUNTAIN		10	130	7.14
	CORONADO HIGH	10	130	7.14
JEMEZ SPRINGS		5	232	2.11
	JEMEZ VALLEY HIGH	5	232	2.11
LAKE ARTHUR		15	75	16.67
	LARK ARTHUR HIGH	15	75	16.67
LAS CRUCES		402	4006	9.12
	ALAMEDA JR	7	311	2.20
	LAS CRUCES HIGH	152	1545	8.96
	LYNN JR	9	271	3.21
	MAYFIELD HIGH	231	1609	12.55
	ZIA JR	3	270	1.10
LAS VEGAS CITY		52	645	7.46
	ROBERTSON HIGH	52	645	7.46
LAS VEGAS WEST		1	150	0.66
	VALLEY JR	0	29	0.00
	WEST LAS VEGAS JR	1	121	0.82
LOGAN		6	71	7.79
	LOGAN HIGH	6	71	7.79
LORDSBURG		32	270	10.60
	LORDSBURG HIGH	32	270	10.60
LOS ALAMOS		7	1454	0.48
	CUMBRES JR	0	173	0.00
	LOS ALAMOS HIGH	7	1104	0.63
	PUEBLO JR	0	177	0.00
LOS LUNAS		76	1052	6.74
	LOS LUNAS HIGH	76	1052	6.74
LOVING		1	32	3.03
	LOVING JR	1	32	3.03
LOVINGTON		109	682	13.78
	LOVINGTON HIGH	101	489	17.12
	LOVINGTON JR	8	193	3.98
MAGDALENA		42	143	22.70
	MAGDALENA HIGH	42	143	22.70
MAXWELL		0	45	0.00

NEW MEXICO SCHOOL DISTRICT DROPOUT STUDY 1981-82
NUMBER OF DROPOUTS, MEMBERS AND DROPOUT RATES
BY DISTRICT AND SCHOOL

DISTRICT	SCHOOL	DROPOUTS	MEMBERS	RATE
	MAXWELL HIGH	0	45	0.00
MELROSE		1	87	1.14
	MELROSE HIGH	1	87	1.14
MORA		18	280	6.04
	MORA HIGH	18	280	6.04
MORIARTY		47	410	10.28
	MORIARTY HIGH	47	410	10.28
MOSQUERO		1	31	3.13
	MOSQUERO HIGH	1	31	3.13
MOUNTAINAIR		3	122	2.40
	MOUNTAINAIR HIGH	3	122	2.40
OJO CALIENTE		11	138	7.38
	MESA VISTA HIGH	11	138	7.38
PECOS		3	196	1.51
	PECOS HIGH	3	196	1.51
PENASCO		14	326	4.12
	PENASCO HIGH	14	326	4.12
POJOAQUE		7	353	1.94
	POJOAQUE HIGH	7	258	2.64
	POJOAQUE MIDDLE	0	95	0.00
PORTALES		48	726	6.20
	PORTALES HIGH	48	726	6.20
QUEMADO		5	60	7.69
	QUEMADO HIGH	5	60	7.69
QUESTA		17	283	5.67
	QUESTA HIGH	17	283	5.67
RATON		37	502	6.86
	RATON HIGH	36	377	8.72
	RATON JR	1	125	0.79
RESERVE		6	107	5.31
	RESERVE HIGH	6	107	5.31
ROSWELL		250	2449	9.26
	GODDARD HIGH	70	1170	5.65
	ROSWELL HIGH	180	1279	12.34
ROY		1	32	3.03
	ROY HIGH	1	32	3.03
RUIDOSO		32	425	7.00
	RUIDOSO HIGH	32	425	7.00
SAN JON		2	43	4.44
	SAN JON HIGH	2	43	4.44
SANTA FE		344	2927	10.52
	SANTA FE ALTERNATIVE	34	140	19.54
	SANTA FE HIGH	288	2357	10.89
	VOCATIONAL-TECHNICAL	22	430	4.87
SANTA ROSA		28	328	7.87
	SANTA ROSA HIGH	28	328	7.87
SILVER		72	1020	6.59
	CLIFF HIGH	2	83	2.35
	LA PLATA JR	7	263	2.59
	SILVER HIGH	63	674	8.55
SOCORRO		63	501	11.17
	SOCORRO HIGH	63	501	11.17
SPRINGER		1	158	0.63
	SPRINGER HIGH	1	158	0.63

NEW MEXICO SCHOOL DISTRICT DROPOUT STUDY 1981-82
NUMBER OF DROPOUTS, MEMBERS AND DROPOUT RATES
BY DISTRICT AND SCHOOL

DISTRICT	SCHOOL	DROPOUTS	MEMBERS	RATE
TAOS		38	903	4.04
	TAOS HIGH	36	681	5.02
	TAOS JR	2	222	0.89
TATUM		10	119	7.75
	TATUM HIGH	10	119	7.75
TEXICO		9	125	6.72
	TEXICO HIGH	9	125	6.72
TRUTH OR CONSEQUENCES		41	446	8.42
	HOT SPRINGS HIGH	41	446	8.42
TUCUMCARI		44	514	7.89
	TUCUMCARI HIGH	42	508	7.64
	TUCUMCARI NIGHT	2	6	25.00
TULAROSA		29	348	7.69
	TULAROSA HIGH	29	348	7.69
VAUGHN		0	53	0.00
	VAUGHN HIGH	0	53	0.00
WAGON MOUND		4	59	6.35
	WAGON MOUND HIGH	4	59	6.35
ZUNI		72	456	13.64
	ZUNI HIGH	72	456	13.64

APPENDIX II

NEW MEXICO DROPOUT STUDY: 1981-82

Return by June 30, 1982 to: Jerry Cavatta
Evaluation, Assessment and Testing Unit
State Department of Education
Santa Fe, NM 87501-2786

SCHOOL NAME _____

DISTRICT: _____

PERSON REPORTING: _____

ENTER EACH DROPOUT IN ONLY ONE CATEGORY

ENTER 180-DAY MEMBERSHIP FOR EACH COLUMN ON BOTTOM LINE

REASONS FOR DROPPING OUT	9TH GRADE*										10TH GRADE*									
	MALE					FEMALE					MALE					FEMALE				
	ANG	SP	NA	BLK	OTH	ANG	SP	NA	BLK	OTH	ANG	SP	NA	BLK	OTH	ANG	SP	NA	BLK	OTH
Motivational or Interest Related																				
Discipline (Expelled or Suspended, Did Not Return)																				
Did not Re-enroll at Beginning of Year																				
Home and Related																				
Pregnancy or Marriage																				
Other or Unknown																				
Total Dropouts																				
180-Day Membership																				

*For the actual survey, an additional page was included with headings for 11th and 12th grades in these spaces.

SDF-093-82

DIRECTIONS FOR COMPLETING THE NEW MEXICO DROPOUT STUDY, 1981-82

1. Enter the School Name, District Name, and Person Responding in the upper right hand corner of each form.

2. Ethnicity designations are as follows and should not be confused with statements of citizenship:

ANG=Anglo	- any group or individual of European heritage other than Spanish. This includes British, Irish, Scandanavian, Germanic, French, Italian, Slavic, etc., groups.
SP=Spanish	- any group or individual of Hispanic heritage. This includes South American, Central American, Spanish, Puerto Rican, and/or Cuban groups.
NA=Native American	- any group or individual of American Indian heritage. This includes Navajo, Apache, or one of the Pueblo groups. This does not mean just any individual whose families have been citizens of the United States for more than one generation.
BLK=Black	- any group or individual of Negroid heritage.
OTH=All Others	- This includes Oriental, North African, East Indian, Arab, etc., designations.

3. Reasons for dropping out - this part of the form has been simplified as compared to previous years. The reasons for dropping out should be classified as follows:

   - The category Motivational or Interest Related includes lack of interest, poor achievement, inability to adjust, and similar causes.

   - The category Discipline (Expelled or Supsended, Did Not Return) is self-explanatory.

   - The category Did Not Reenroll is also self-expanatory - those who did not reenroll at the beginning of the year.

   - The category Home and Related covers a wide-range of reasons over which the school has, at best, limited control. This would include: employment, parental request, enter military, illness, legal difficulties, runaways.

   - The category Pregnancy or Marriage is self-defined.

   - The category Other or Unknown is the last category. If students cannot be contacted for their own explanation, please infer the reason as best you can or enter under "Other or Unknown." If the reason is known but cannot be placed into any of the categories that are listed, please enter under "Other or Unknown."

   The following reasons should not be listed as dropouts:

   A. Enrollment in program which will lead to a GED.

   B. Transfer to a federal or state-sponsored training program such as Job Corps or HEP.

   C. Graduation.

   D. Death.

   E. Transfer to another school which grants a high school degree. This would include the New Mexico Boys' School because they do have a high school degree program but would not include a commercial school.

4. Total Dropouts - Enter the sum of the column of dropouts.

5. 180-Day Membership - Enter the school's 180-Day Membership (as reported to Public School Finance).

BEST COPY AVAILABLE